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ABSTRACT

This study, based on the national Monitoring the Future survey of high school seniors, examined the impact of religion on the life attitudes and self-esteem of adolescents. It focused on 13 attitudinal variables: attitude toward self; pride in self; self-worth; enjoyment of life; hopelessness; usefulness of life; good to be alive; satisfaction with life; meaningfulness of life; hated being in school; nonconventionality; feelings about self; and self-assessed competence. Of the 13 attitudinal variables examined, only 1 was not significantly related to some dimension of religion when controlling for the effect of such variables as age, sex, race, and family structure. The religion factors most commonly related to positive outcomes were religious service attendance and perceived importance of religion, although religious affiliation and youth group participation were also important in many cases. Four appendices present regression tables on religious service attendance, importance of religion, religious youth group participation, and religious tradition. (SM)

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Religion and the Life Attitudes and Self-Images of American Adolescents

A Research Report of the National Study of Youth and Religion

Number 2

by Christian Smith and Robert Faris

NSYR

UD 035 458

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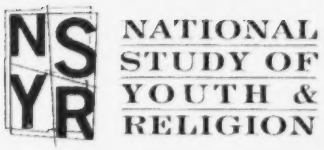
NSYR NATIONAL STUDY OF YOUTH & RELIGION

Number 2



The National Study of Youth and Religion, funded by Lilly Endowment Inc. and under the direction of Dr. Christian Smith, professor in the Department of Sociology, is based at the Odum Institute for Research in Social Science at The University of North Carolina at Chapel Hill. This four-year research project began in August 2001 and will continue until August 2005. The purpose of the project is to research the shape and influence of religion and spirituality in the lives of U.S. adolescents; to identify effective practices in the religious, moral, and social formation of the lives of youth; to describe the extent to which youth participate in and benefit from the programs and opportunities that religious communities are offering to their youth; and to foster an informed national discussion about the influence of religion in youth's lives, in order to encourage sustained reflection about and rethinking of our cultural and institutional practices with regard to youth and religion.

Religion and the Life Attitudes and Self-Images of American Adolescents
by Christian Smith and Robert Faris

A Research Report of the National Study of Youth and Religion, Number 2

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Executive Summary

This report, based on nationally representative survey data, shows that religious U.S. 12th graders have significantly higher self-esteem and hold more positive attitudes about life in general than their less religious peers. Of the 13 attitudinal variables this report examines, only one was not significantly related to some dimension of religion when controlling for the effects of nine other variables such as age, race, sex and family structure. The religion factors most commonly related to these outcomes are religious service attendance and importance of religion, although religious affiliation and youth group participation were also important in many cases.

Religious U.S. 12th graders hold more positive attitudes about life than their less religious peers.

The 31 percent of all 12th graders who attend religious services weekly and the 30 percent of high school seniors for whom religion is very important are significantly more likely than non-attenders and the non-religious to

- have positive attitudes toward themselves
- enjoy life as much as anyone
- feel like their lives are useful
- feel hopeful about their futures
- feel satisfied with their lives
- feel like they have something of which to be proud
- feel good to be alive
- feel like life is meaningful
- enjoy being in school

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In the case of religious service attendance, the data show occasional positive associations for high school seniors who attend religious services once or twice a month (18 percent of all seniors) compared to those who never attend (15 percent). In some cases, the attendance correlation appears only for weekly attendance. In other cases, even 12th graders who attend religious services only rarely (35 percent) exhibit positive associations with these outcomes compared to non-attenders.

The data revealed some positive differences for the 30 percent of high school seniors for whom religion is pretty important on the variables for having something to be proud of, feeling hopeful about the future, believing that life is meaningful and tending toward conventional behavior. In the cases of enjoying school and feeling good to be alive, there are positive associations for all three importance of religion categories, including those for whom religion is only a little important (25 percent), compared to those who say religion is not important.

The data show similar — although less consistent — results for religious youth group participation. U.S. 12th graders who participated in religious youth groups for at least six years are more likely to have positive attitudes toward themselves and feel that they have something to be proud of than those who never had participated in religious youth groups. Seniors who participated in religious youth groups for any number of years are significantly more likely to feel good to be alive and to enjoy school than those who have never been in a religious youth group.

Seniors who participated in religious youth groups are more likely to enjoy school than those who have never been in a religious youth group.

Religious affiliation produced more scattered results. Catholic 12th graders differed most from the non-religious, being significantly more likely to have positive attitudes toward themselves, feel proud of something, feel hopeful, feel like their lives are useful, feel good to be alive, enjoy school and be conventional in their behavior. Baptists are more likely than non-religious youth to have positive attitudes toward themselves, feel proud of something, feel hopeful about the future and enjoy school. Youth in non-Baptist Protestant denominations are more likely to feel proud of something, are more likely to enjoy school and are more conventional than non-religious youth. Compared to the non-religious, Jewish 12th graders are more likely to enjoy being in school. Mormon 12th graders are more likely to feel hopeful

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about their futures and that their lives are meaningful. It is likely that more statistically significant affiliation differences would have emerged for non-Catholics and non-Baptists if the number of cases for the other religious types had been larger.

In summary, regular religious service attendance, high subjective importance of faith and years spent in religious youth groups are clearly associated with high self-esteem and positive self-attitudes even when statistical procedures control for the influences of numerous demographic and socio-economic factors.

Regular attendance, high importance of faith and years spent in religious youth groups are clearly associated with high self-esteem and positive self-attitudes.

Note that the cross-sectional data (gathered at one point in time, not over time) upon which the analyses in this report are based make it difficult to determine the direction of cause and effect between religion and life attitudes and self-images. It might be that religion influences youth to have more positive attitudes and self-images. It also might be that youth and families who are already predisposed to be positive choose to become more religiously involved as one strategy to pursue that kind of lifestyle. It might also be that some youth — who for whatever reasons develop negative attitudes about themselves and their lives — subsequently reduce their religious involvements and so count on surveys as less religious. It might be that some other unknown factor influences youth both to be religious and to have more positive attitudes, or a combination of these influences might operate to produce the results presented in this report. What is clear in this report's findings, however, is that religiously involved U.S. teenagers have more positive attitudes about themselves and life in general. This understanding is an important starting point of knowledge for considering ways to enhance the quality of life of U.S. adolescents.

A Note on Data and Methods

Monitoring the Future (MTF) is a nationally representative survey of high school seniors that includes information about a wide range of outcomes of interest to policymakers, parents, schools and youth workers, such as drug and alcohol use, criminal behavior, extra-curricular activities and self-esteem. Analyses employ multiple regression techniques that allow us to control for nine other factors that also might be related to the outcome of interest. These nine control factors are race, age,

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sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household. The religion variables examined are frequency of religious service attendance, importance of religion, years of participation in religious youth groups and religious affiliation. Frequency distributions for those four religion variables are presented in Table 1.

These analyses ran each regression model separately for each religion variable, so a model testing the relationships between religious service attendance and self-worth, for instance, does not control for other dimensions of religion, like affiliation. Differences among religious types are presented in the following tables in cross-tabulation form. Religious variables that show statistically significant differences in outcomes across religious categories at the $p<.05$ level when compared to the designated non-religious and low-religious comparison categories (shown in italics) have asterisks (*) next to them in the tables that follow. Findings are presented as unadjusted percentages in cross-tabulations for ease of interpretation. The asterisks in these tables mark differences that are statistically significant in the regression analyses. Full regression models with significance results for all analyses follow in appendices at the end of this report.

Bachman, Jerald G., Lloyd D. Johnston, and Patrick M. O'Malley. MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH (12TH-GRADE SURVEY), 1996 [Computer file]. Conducted by University of Michigan, Survey Research Center. ICPSR ed. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [producer and distributor], 1999. The original collector of the data, ICPSR, and the relevant funding agency bear no responsibility for use of the data or for interpretations or inferences based upon such uses.

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Table 1: Religion and 12th Graders, 1996

	Percent of 12th Graders
Attendance	
Weekly or more	31.2
Once or twice a month	18.4
Rarely	35.4
Never	15.0
Total:	100.0
Importance of Religion	
Very important	29.9
Pretty important	30.3
A little important	24.6
Not important	15.2
Total:	100.0
Years of Church Youth Group	
Six or more	16.0
Four to five	8.7
Two to three	15.6
Less than two	15.4
None	44.3
Total:	100.0
Denomination	
Baptist	17.9
Other Protestant	26.5
Catholic	24.9
Jewish	2.8
Mormon	2.4
Other religion	9.4
No religion	16.1
Total:	100.0

N = 2,423; Source: Monitoring the Future, 1996

Attitude Toward Self

Religion is associated with positive self-esteem. Twelfth graders who attend religious services — no matter how often — are more likely to take positive attitudes toward themselves than seniors who never attend religious services. (Eighty-two percent of weekly attenders agreed or mostly agreed, compared to 68 percent of non-attenders.)

High school seniors who say religion is very important to them are also significantly more likely to hold positive attitudes about themselves than 12th graders who say religion is not important. Furthermore, teens who participated in religious youth groups for six or more years, and teens who are Baptists and Catholics are more likely to have positive attitudes about themselves than 12th graders who never participated in religious youth groups or those who report no religion.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 2: Attitude Toward Self, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I take a positive attitude toward myself'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	2.8	7.4	11.3	44.3	34.3
Attendance					
Weekly or more*	0.8	7.4	9.9	43.9	38.1
1-2 times/month*	3.0	5.9	10.3	47.0	33.8
Rarely*	2.7	7.1	11.2	44.1	35.0
Never	6.9	9.5	15.6	41.7	26.3
Importance of Religion					
Very important*	1.9	7.2	6.6	41.2	43.1
Pretty important	2.1	6.4	11.6	46.9	32.9
A little important	3.7	7.6	14.9	44.2	29.7
Not important	4.4	9.2	13.9	45.5	27.0
Years of Religious Youth Group					
Six or more*	0.7	6.3	8.0	46.2	38.9
Four to five	1.1	7.9	9.7	45.9	35.5
Two to three	4.3	8.3	9.3	42.8	35.2
Less than two	4.1	5.8	11.0	45.1	34.1
None	3.0	7.9	13.6	42.9	32.5
Denomination					
Baptist*	2.9	4.1	5.6	42.1	45.3
Other Protestant	2.7	7.4	11.6	44.8	33.6
Catholic*	3.0	6.8	12.2	46.9	31.2
Jewish	2.6	2.6	14.6	57.8	22.4
Mormon	0.0	17.4	12.2	44.5	25.9
Other religion	2.5	7.7	11.4	40.1	38.4
No religion	4.0	10.3	14.9	42.1	28.8

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Pride in Self

Religious teens are more likely to disagree with the statement, "I feel I do not have much to be proud of." High school seniors who attend religious services at all and those for whom religion is at least pretty important are significantly less likely to agree with this statement than are non-attenders and those for whom religion is not important. Both teens who participated in religious youth groups for six or more years and those who have participated for less than two years are less likely to agree with the statement than teens who never participated at all, but those in between are not significantly different. Catholics, Baptists and other Protestants are all less likely than the non-religious to feel that they do not have much of which to be proud.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 3: Pride in Self, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I feel I do not have much to be proud of'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	48.7	27.0	12.0	9.0	3.4
Attendance					
Weekly or more*	58.0	24.4	8.7	5.1	3.8
1-2 times/month*	51.1	26.5	10.8	8.6	3.0
Rarely*	46.1	27.0	12.1	11.8	3.0
Never	32.2	32.8	19.8	10.8	4.3
Importance of Religion					
Very important*	59.0	22.9	5.9	8.3	3.9
Pretty important*	50.2	26.8	12.0	6.7	4.3
A little important	41.3	30.0	16.6	10.2	2.0
Not important	37.2	30.7	16.6	12.2	3.4
Years of Religious Youth Group					
Six or more*	63.1	22.3	8.0	3.4	3.1
Four to five	51.7	27.0	10.1	6.7	4.6
Two to three	46.7	28.7	10.6	11.6	2.5
Less than two *	51.2	26.8	12.1	7.4	2.6
None	43.1	27.7	14.2	11.1	3.9
Denomination					
Baptist*	57.6	20.9	10.0	9.1	2.4
Other Protestant*	50.1	27.2	10.1	9.1	3.6
Catholic*	50.4	27.2	10.2	8.7	3.6
Jewish	48.3	33.6	10.1	4.8	3.2
Mormon	39.5	35.9	11.1	5.8	7.6
Other religion	46.7	21.0	15.6	12.4	4.3
No religion	36.1	34.3	17.8	8.7	3.1

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Self-Worth

Religious 12th graders are more likely to feel positive self-worth. Four out of five 12th graders at least mostly agree with the statement, "I am a person of worth, on an equal plane with others." Weekly religious service attenders are more likely than non-attenders to agree with the statement. Other dimensions of religiosity are salient as well, but only at the highest levels — those who say religion is very important and those who have participated in religious youth groups for at least six years.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 4: Self-Worth, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I feel I am a person of worth, on an equal plane with others'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	3.3	5.6	11.7	32.0	47.5
Attendance					
Weekly or more*	3.2	3.3	8.9	30.7	53.9
1-2 times/month	4.1	6.3	11.5	32.3	45.8
Rarely*	1.8	6.7	13.8	30.9	46.8
Never	6.0	6.8	12.8	36.5	38.0
Importance of Religion					
Very important*	3.9	3.8	9.5	26.1	56.7
Pretty important	3.2	5.3	12.2	33.6	45.8
A little important	1.8	6.8	13.0	37.0	41.4
Not important	4.8	7.4	13.3	32.3	42.2
Years of Religious Youth Group					
Six or more*	2.5	4.7	7.1	31.3	54.4
Four to five	4.6	2.9	11.0	34.5	46.9
Two to three	3.3	4.8	12.3	34.3	45.5
Less than two	4.0	5.0	12.7	28.7	49.6
None	3.3	7.0	13.2	31.9	44.6
Denomination					
Baptist	3.9	3.3	13.2	31.3	48.3
Other Protestant	5.1	5.0	9.7	33.8	46.4
Catholic	2.2	5.9	11.6	31.2	49.2
Jewish	0.8	3.3	6.1	39.6	50.2
Mormon	2.3	5.8	17.7	24.2	50.0
Other religion	2.9	7.9	15.0	24.1	50.1
No religion	2.7	8.1	11.3	34.2	43.7

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Enjoyment of Life

Most 12th graders (76 percent) say they "enjoy life as much as anyone," and this is even more likely to be the case for religious teens. Twelfth graders who never attend religious services are significantly less likely to say they enjoy life than those who attend rarely or more. Those who say religion is very important are more likely to enjoy life than those who say religion is not important. Adolescents who have participated in religious youth groups for six or more years are also more likely to enjoy life than those who have never participated. Religious affiliation appears to be statistically unrelated to enjoyment of life.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 5: Enjoyment of Life, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I enjoy life as much as anyone'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	3.6	7.4	12.9	33.9	42.2
Attendance					
Weekly or more*	2.1	7.8	8.9	35.6	45.7
1-2 times/month*	3.1	8.4	13.5	29.1	45.9
Rarely*	3.0	6.2	14.6	35.8	40.4
Never	8.5	8.3	16.7	31.4	35.1
Importance of Religion					
Very important*	3.8	6.5	8.6	29.7	51.4
Pretty important	2.2	8.7	14.5	34.5	40.2
A little important	3.4	6.5	14.8	37.7	37.7
Not important	6.7	8.1	15.4	34.9	34.9
Years of Religious Youth Group					
Six or more*	2.7	5.3	12.0	29.1	50.9
Four to five	2.4	7.7	11.0	38.7	40.2
Two to three	2.9	8.2	13.3	36.5	39.0
Less than two	4.8	4.6	12.2	36.9	41.5
None	4.0	8.9	13.8	32.7	40.6
Denomination					
Baptist	2.5	6.9	10.3	29.4	51.0
Other Protestant	4.6	7.0	11.4	37.1	39.9
Catholic	2.8	6.6	12.5	34.6	43.6
Jewish	2.7	8.5	15.3	44.0	29.5
Mormon	0.0	15.4	20.6	32.0	32.0
Other religion	4.4	11.2	16.2	27.3	41.0
No religion	5.0	7.4	15.4	34.9	37.3

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Hopelessness

Religious teens tend to have a brighter outlook on the future. Most 12th graders feel hopeful about their futures; 71 percent said they at least mostly disagree with the statement, "The future often seems hopeless." The picture is even brighter for weekly religious services attenders, those for whom religion is at least pretty important and those who have participated in religious youth groups for six or more years. These teens are significantly less likely to feel hopeless about their futures than non-attenders, those for whom religion is not important and those who have never participated in a religious youth group. Baptists, Catholics and Mormons are also less likely to feel hopeless than non-religious teens.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

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Table 6: Hopelessness, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'The future often seems hopeless'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	45.2	25.7	13.6	10.7	4.8
Attendance					
Weekly or more*	50.1	25.0	11.6	8.7	4.6
1-2 times/month	49.4	24.6	11.1	11.3	3.7
Rarely	41.4	25.9	15.3	12.5	4.9
Never	39.1	27.6	17.2	10.2	6.0
Importance of Religion					
Very important*	53.4	22.5	9.3	9.3	5.6
Pretty important*	45.7	26.2	14.2	10.5	3.4
A little important	40.9	27.1	15.6	11.7	4.7
Not important	35.3	28.9	17.8	12.3	5.8
Years of Religious Youth Group					
Six or more*	58.0	23.6	10.4	5.6	2.4
Four to five	47.2	24.0	13.4	10.6	4.8
Two to three	41.9	29.7	13.5	11.4	3.5
Less than two	46.5	21.8	14.4	12.2	5.2
None	41.2	26.5	14.8	12.0	5.7
Denomination					
Baptist*	53.1	20.0	12.1	10.2	4.6
Other Protestant	44.4	24.0	15.4	11.9	4.3
Catholic*	45.4	28.4	12.1	10.3	3.8
Jewish	48.0	40.9	2.1	7.8	1.3
Mormon*	58.1	28.3	13.6	0.0	0.0
Other religion	41.7	20.0	15.4	14.2	8.8
No religion	36.4	31.4	15.3	10.4	6.5

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Usefulness of Life

Religious 12th graders are more likely to feel that their lives are useful. More than three-quarters of all 12th graders disagree with the statement, "I feel that my life is not very useful." Religious teens are significantly more likely to disagree. Teens who attend religious services at least once or twice a month are significantly more likely than non-attenders to feel their lives are useful. Those who consider their religion to be very important and who have participated in religious youth groups for six years or more are more likely to feel their lives are useful than those who say religion is not important and who have never been in a religious youth group. Catholics are also more likely to feel their lives are useful.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

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Table 7: Usefulness of Life, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I feel that my life is not very useful'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	51.9	23.4	12.9	7.8	4.1
Attendance					
Weekly or more*	58.1	21.2	9.7	6.2	4.7
1-2 times/month*	54.2	22.3	14.3	5.5	3.7
Rarely	49.1	24.7	14.6	9.4	2.2
Never	42.6	26.0	13.8	10.0	7.6
Importance of Religion					
Very important*	61.3	18.9	7.7	6.8	5.4
Pretty important	51.2	23.5	14.0	7.8	3.5
A little important	47.9	25.0	16.3	8.9	1.9
Not important	41.0	29.3	15.7	8.0	6.1
Years of Religious Youth Group					
Six or more*	64.9	20.2	8.2	3.8	2.9
Four to five	52.3	20.3	14.6	8.0	4.9
Two to three	47.9	26.5	11.9	10.3	3.4
Less than two	53.0	20.9	12.7	9.7	3.7
None	48.6	24.4	14.6	7.7	4.8
Denomination					
Baptist	55.3	20.1	10.8	9.1	4.6
Other Protestant	52.8	21.3	13.8	9.5	2.7
Catholic*	54.5	23.0	12.3	7.1	3.1
Jewish	51.7	39.5	6.9	0.7	1.3
Mormon	56.1	37.0	1.1	5.8	0.0
Other religion	48.7	20.4	17.6	5.6	7.7
No religion	42.4	28.5	14.8	7.8	6.4

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Good to Be Alive

Most high school seniors (84 percent) say, "It feels good to be alive." This percentage is even higher for religious 12th graders. Those who attend religious services at all — even rarely — are more likely than non-attenders to feel happy to be alive. Similarly, if religion has any level of importance at all for seniors they are more likely to be happy about being alive than those for whom religion is not important. Years of religious youth group participation are also positively related to this feeling, even if it is for less then two years (the two to three year category being the exception). However, the only religious affiliation that differed significantly from the non-religious was Catholic.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 8: Good to Be Alive, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'It feels good to be alive'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	2.6	2.6	11.2	22.8	60.9
Attendance					
Weekly or more*	1.9	0.7	7.2	19.9	70.4
1-2 times/month*	2.3	3.4	9.1	22.9	62.4
Rarely*	1.6	3.1	13.6	25.0	56.7
Never	6.8	4.5	16.4	23.3	49.0
Importance of Religion					
Very important*	2.0	1.2	6.8	17.1	73.0
Pretty important*	2.8	2.8	10.2	23.8	60.4
A little important*	1.4	4.0	14.3	25.1	55.2
Not important	6.0	2.3	16.7	27.6	47.4
Years of Religious Youth Group					
Six or more*	1.9	1.2	6.1	19.1	71.8
Four to five*	1.0	0.5	10.1	22.3	66.2
Two to three	3.3	4.7	10.9	24.0	57.1
Less than two *	2.5	2.7	9.5	24.1	61.2
None	3.2	3.3	13.6	23.2	56.8
Denomination					
Baptist	3.2	1.3	9.5	18.6	67.5
Other Protestant	3.0	1.3	10.8	21.8	63.2
Catholic*	1.9	2.8	10.4	25.2	59.8
Jewish	2.3	0.0	12.4	32.2	53.1
Mormon	0.0	5.8	11.8	24.4	58.0
Other religion	2.2	5.4	11.2	21.6	59.6
No religion	3.9	3.8	15.1	24.6	52.7

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Satisfaction With Life

Religion is positively related to life satisfaction among 12th graders. Although relatively few 12th graders (10 percent) are completely satisfied with their lives, the clear majority (77 percent) are at least somewhat satisfied. Religion is related to life satisfaction, although only for the most devout. Only weekly attenders and those for whom religion is very important are more satisfied with life than non-attenders and those who said religion is not important. High school seniors who have been involved in religious youth groups six years or more are more satisfied with their lives than those who have never been involved in youth groups. Religious affiliation is statistically unrelated to life satisfaction.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 9: Satisfaction With Life, 12th Graders, 1996 (Percents)

"How satisfied are you with your life as a whole these days?"

	Completely dissatisfied	Quite dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Quite satisfied	Completely satisfied
Overall	1.7	4.8	7.5	9.1	27.2	39.5	10.3
Attendance							
Weekly or more*	1.5	3.9	5.6	6.5	25.4	43.6	13.4
1-2 times/month	2.4	4.0	7.8	6.3	28.0	43.0	8.4
Rarely	0.8	4.6	8.2	12.5	29.0	36.6	8.3
Never	3.0	7.7	8.5	10.3	25.3	37.4	7.9
Importance of Religion							
Very important*	2.5	3.4	5.7	6.6	26.6	40.2	15.1
Pretty important	0.9	4.5	8.5	8.8	27.5	41.2	8.5
A little important	1.2	4.7	7.8	9.1	29.7	40.2	7.2
Not important	2.2	8.0	8.0	15.3	23.6	36.5	6.6
Years of Religious Youth Group							
Six or more*	1.0	4.1	5.7	6.2	29.9	38.6	14.6
Four to five	2.4	3.8	9.9	7.8	22.5	44.3	9.4
Two to three	1.0	4.3	6.2	10.2	30.8	40.3	7.4
Less than two	1.3	2.7	8.0	8.7	30.4	39.4	9.4
None	2.3	6.0	8.1	10.0	24.8	39.0	9.9
Denomination							
Baptist	1.4	2.8	6.9	9.7	27.1	39.6	12.5
Other Protestant	1.9	5.0	6.0	10.0	28.8	40.2	8.1
Catholic	1.6	4.2	8.0	8.3	23.4	46.4	8.2
Jewish	1.8	5.0	5.9	6.6	32.7	43.8	4.4
Mormon	0.0	0.0	12.8	0.6	30.0	22.3	34.3
Other religion	3.3	5.8	10.7	8.6	28.6	33.2	9.8
No religion	0.9	7.2	6.3	11.1	27.8	36.8	9.8

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Meaningfulness of Life

Religious 12th graders are more likely to see meaning in their lives. Few high school seniors (17 percent) often feel life is meaningless. This is even less likely to be the case for religious students: Frequent religious services attenders (at least once a month) and those who say religion is at least pretty important are more likely to find meaning in their lives than non-attenders and those for whom religion is not important.

Participating in religious youth groups six years or more is positively associated with seeing meaning in life as compared to no youth group participation. Mormons are more likely than the non-religious to see life as meaningful.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

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Table 10: Meaningfulness of Life
12th Graders, 1996 (Percents)

"How much do you agree or disagree with the following statement: 'Life often seems meaningless'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	36.9	29.2	16.8	11.8	5.4
Attendance					
Weekly or more*	45.0	28.7	13.7	9.1	3.5
1-2 times/month*	37.8	30.0	17.3	10.0	5.0
Rarely	32.4	30.4	18.4	13.7	5.2
Never	29.6	28.0	17.2	15.2	10.0
Importance of Religion					
Very important*	48.2	25.0	12.2	10.1	4.6
Pretty important*	34.7	32.5	19.3	9.9	3.6
A little important	30.6	29.9	19.1	15.3	5.2
Not important	28.9	31.7	15.8	13.7	9.9
Years of Religious Youth Group					
Six or more*	48.5	30.5	13.9	4.9	2.2
Four to five	36.8	32.6	16.1	9.3	5.2
Two to three	34.8	27.6	17.5	15.3	4.7
Less than two	38.5	26.4	17.8	10.8	6.4
None	33.2	29.7	16.9	14.0	6.3
Denomination					
Baptist	43.1	23.5	15.3	13.8	4.4
Other Protestant	35.1	32.1	16.4	11.6	4.7
Catholic	37.1	30.0	18.5	10.4	4.0
Jewish	24.7	56.1	9.8	6.2	3.2
Mormon*	53.2	27.1	13.9	5.8	0.0
Other religion	41.1	21.1	17.3	12.8	7.7
No religion	29.0	31.5	17.2	13.2	9.2

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Hated Being in School

Religious 12th graders are more likely to enjoy school. Most 12th graders (68 percent) hated being in school at least some of the time, although less than one-third felt this way often or always. It appears that religion is strongly related to enjoyment of school: Those who attend religious services and those who feel religion is at least a little important are significantly more likely to enjoy school than non-attenders and those for whom religion is not important. In addition, those who participate in religious youth groups for any amount of time are more likely than non-participants to enjoy school. Baptist, other Protestant, Catholic and Jewish 12th graders are all more likely to enjoy school than the non-religious.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 11: Hated Being In School During the Past Year 12th Graders, 1996 (Percents)

"Thinking back over the past year in school, how often did you hate being in school?"

	Never	Seldom	Sometimes	Often	Always
Overall	5.9	26.2	38.1	21.8	8.1
Attendance					
Weekly or more*	9.4	28.2	37.2	19.8	5.5
1-2 times/month*	4.5	27.6	42.3	20.6	5.0
Rarely*	4.0	26.4	38.8	22.9	7.9
Never	4.3	19.8	34.3	25.5	16.1
Importance of Religion					
Very important*	10.1	27.6	37.8	17.2	7.4
Pretty important*	4.5	25.5	40.6	23.0	6.3
A little important*	3.0	25.0	42.0	23.9	6.1
Not important	4.4	26.3	29.2	25.5	14.7
Years of Religious Youth Group					
Six or more*	7.9	30.7	36.2	20.2	5.2
Four to five*	3.2	29.8	38.5	25.1	3.5
Two to three*	8.3	25.4	38.9	20.1	7.4
Less than two *	7.4	26.9	40.2	19.1	6.5
None	4.2	24.3	37.8	23.1	10.7
Denomination					
Baptist*	8.9	27.2	35.9	21.1	6.9
Other Protestant*	4.6	28.2	37.1	21.2	8.9
Catholic*	6.1	24.2	47.2	18.5	4.0
Jewish*	3.4	36.5	30.3	28.5	1.2
Mormon	6.1	24.0	23.8	43.4	2.7
Other religion	4.6	24.1	37.3	25.7	8.3
No religion	4.5	25.3	32.6	22.2	15.4

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Nonconventionality

High school seniors who are religious tend to be more conventional. Most 12th graders (85 percent) at least mostly agree that "people should do their own thing, even if others think it's strange." Religious 12th graders are less likely to agree, however. Those who attend religious services weekly and those for whom religion is at least pretty important are less likely than non-attenders to think this way. Those who have participated in religious youth groups four to five years are more conventional than non-participants. Catholics and non-Baptist Protestants are also less likely than the non-religious to value non-conventionality.

These relationships are statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

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Table 12: Nonconventionality, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'People should do their own thing, even if others think it's strange'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	1.9	2.9	9.8	34.6	50.8
Attendance					
Weekly or more*	2.5	3.4	10.3	36.9	47.0
1-2 times/month	1.5	3.7	8.0	37.5	49.3
Rarely	1.0	2.5	10.2	33.0	53.3
Never	3.1	2.1	10.0	30.0	54.8
Importance of Religion					
Very important*	2.8	3.8	9.5	31.9	52.1
Pretty important*	1.4	2.4	10.9	39.6	45.7
A little important	0.9	2.5	9.4	36.3	51.0
Not important	3.3	3.0	9.0	27.0	57.6
Years of Religious Youth Group					
Six or more	2.1	3.8	9.4	36.1	48.6
Four to five*	3.5	4.6	15.1	33.8	43.0
Two to three	1.3	2.7	5.7	34.7	55.6
Less than two	1.5	1.8	6.1	38.3	52.3
None	2.0	2.6	11.5	32.8	51.0
Denomination					
Baptist	2.8	2.4	11.8	30.6	52.4
Other Protestant*	2.3	3.3	9.5	38.3	46.7
Catholic*	1.4	2.1	9.2	38.5	48.8
Jewish	0.8	4.2	4.4	42.9	47.7
Mormon	0.0	2.3	3.8	40.0	53.8
Other religion	3.2	3.6	12.9	27.4	53.0
No religion	1.3	3.0	8.6	28.9	58.2

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Feelings About Self

Like other indicators of self-esteem, most teens profess to feel good about themselves. Two-thirds at least mostly disagree with the statement, "Sometimes I think I am no good at all." Twelfth graders who have participated in religious youth groups for at least six years are less likely to agree with this statement than those who have never participated in one. There are no statistically significant relationships between self-worth and religious services attendance, importance of religion or denomination.

The relationship between years in youth group and feelings of worth is statistically significant, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 13: Feelings About Self, 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'Sometimes I think I am no good at all'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	40.1	24.8	16.3	12.6	6.3
Attendance					
Weekly or more	44.9	22.9	14.6	11.4	6.2
1-2 times/month	39.7	30.7	16.6	8.6	4.4
Rarely	36.3	24.3	17.5	15.0	7.0
Never	39.8	22.6	16.7	13.8	7.1
Importance of Religion					
Very important	46.7	22.1	13.3	12.5	5.4
Pretty important	40.9	24.5	16.1	11.2	7.4
A little important	34.2	27.9	18.9	13.5	5.5
Not important	35.2	26.2	18.3	13.4	6.9
Years of Religious Youth Group					
Six or more*	46.5	26.2	13.1	8.7	5.6
Four to five	38.4	22.3	18.3	15.9	5.1
Two to three	38.2	26.6	16.7	12.2	6.3
Less than two	41.4	24.0	17.0	12.3	5.3
None	38.9	24.1	16.6	13.5	6.8
Denomination					
Baptist	50.3	21.6	12.1	12.4	3.7
Other Protestant	37.1	24.1	19.1	12.7	7.0
Catholic	39.3	27.7	14.0	12.5	6.4
Jewish	32.5	29.4	12.5	17.4	8.3
Mormon	38.4	17.2	27.1	11.6	5.8
Other religion	37.5	25.0	18.2	12.7	6.6
No religion	37.2	25.9	17.8	11.3	7.8

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Self-Assessed Competence

Most 12th graders disagree with the statement, "I feel that I can't do anything right." Religion appears to be statistically unrelated to these feelings in regression analyses when controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Table 14: Self-Assessed Competence 12th Graders, 1996 (Percents)

"How much do you agree or disagree with the statement: 'I feel that I can't do anything right'?"

	Disagree	Mostly disagree	Neither	Mostly agree	Agree
Overall	48.1	24.6	15.5	8.1	3.8
Attendance					
Weekly or more	51.5	22.6	14.0	8.9	3.1
1-2 times/month	48.2	28.3	14.2	6.4	2.9
Rarely	45.4	24.9	17.1	8.7	3.9
Never	47.2	23.3	16.2	7.4	6.0
Importance of Religion					
Very important	52.2	22.8	12.4	7.7	4.9
Pretty important	47.9	23.4	16.6	9.3	2.9
A little important	46.5	25.7	17.6	6.8	3.4
Not important	43.1	28.6	16.2	8.0	4.1
Years of Religious Youth Group					
Six or more	52.3	27.6	9.6	6.8	3.7
Four to five	50.2	21.0	21.0	5.2	2.6
Two to three	44.1	26.3	15.5	10.9	3.3
Less then two	47.7	24.8	16.7	7.3	3.6
None	47.8	23.6	16.0	8.3	4.3
Denomination					
Baptist	52.8	20.2	14.0	8.9	4.2
Other Protestant	45.8	25.3	16.4	9.6	2.9
Catholic	46.0	28.0	15.2	7.4	3.4
Jewish	51.0	31.8	12.2	2.3	2.8
Mormon	43.9	24.2	26.2	5.8	0.0
Other religion	49.8	22.7	13.8	7.4	6.3
No religion	49.5	22.9	16.0	6.9	4.8

N = 2,423; Source: Monitoring the Future, 1996. An * means a statistically significant difference ($p<.05$) between this variable category and the reference category (which is marked by italics) in a regression analysis, controlling for race, age, sex, rural/urban residence, region, education of parents, number of siblings, whether the mother works and the presence of a father/male guardian in the household.

Appendix 1 — Religious Service Attendance Regression Table

	Positive attitude toward self	Nothing to be proud of	Am a person of worth	Enjoy life	Future seems hopeless	My life not useful	Good to be alive	Satisfied with life	Life is meaning-less	Hated being in school	People should do own thing	Sometimes feel no good	Never do anything right
Attends weekly or more	0.523**	-0.759**	0.490**	0.551**	-0.380**	-0.462**	0.810**	0.305*	-0.636**	-0.796**	-0.364**	-0.057	-0.195
	(0.132)	(0.130)	(0.132)	(0.131)	(0.130)	(0.133)	(0.140)	(0.126)	(0.128)	(0.126)	(0.136)	(0.130)	(0.132)
Attends 1-2 times/ mo.	0.469**	-0.526**	0.226	0.444**	-0.145	-0.304*	0.642**	0.151	-0.285*	-0.571**	-0.140	-0.048	-0.135
	(0.146)	(0.144)	(0.147)	(0.147)	(0.144)	(0.149)	(0.156)	(0.139)	(0.141)	(0.137)	(0.150)	(0.143)	(0.147)
Attends rarely	0.423**	-0.291*	0.265*	0.326**	-0.087	-0.173	0.416**	-0.035	-0.173	-0.381**	0.003	0.145	0.020
	(0.126)	(0.122)	(0.126)	(0.125)	(0.124)	(0.126)	(0.130)	(0.120)	(0.122)	(0.120)	(0.131)	(0.124)	(0.126)
Female	-0.323**	-0.015	-0.008	-0.189*	0.153	0.011	-0.063	-0.052	0.009	-0.157*	0.250**	0.269**	0.044
	(0.085)	(0.085)	(0.085)	(0.084)	(0.084)	(0.086)	(0.091)	(0.080)	(0.081)	(0.079)	(0.086)	(0.082)	(0.085)
African-American	1.359**	-0.658**	0.641**	0.757**	-0.443**	-0.622**	0.870**	-0.206	-0.309*	-0.484**	0.214	-0.879**	-0.370**
	(0.147)	(0.147)	(0.149)	(0.146)	(0.142)	(0.150)	(0.169)	(0.129)	(0.138)	(0.130)	(0.144)	(0.144)	(0.143)
Other minority	0.391**	-0.047	0.155	0.119	0.009	-0.098	-0.030	-0.172	0.098	-0.198	-0.028	-0.066	-0.064
	(0.118)	(0.117)	(0.119)	(0.117)	(0.118)	(0.121)	(0.124)	(0.111)	(0.113)	(0.110)	(0.119)	(0.114)	(0.117)
Rural	0.148	0.030	-0.173	0.191	0.030	-0.091	0.328*	0.284*	0.118	-0.106	-0.037	-0.160	0.054
	(0.138)	(0.137)	(0.139)	(0.136)	(0.135)	(0.140)	(0.147)	(0.132)	(0.133)	(0.129)	(0.140)	(0.133)	(0.137)
Small town	0.117	-0.110	-0.080	0.158	-0.053	-0.047	0.280*	0.077	0.034	-0.308**	0.024	-0.181	-0.062
	(0.126)	(0.126)	(0.128)	(0.125)	(0.126)	(0.128)	(0.133)	(0.121)	(0.122)	(0.119)	(0.129)	(0.122)	(0.127)
City	0.173	-0.043	-0.057	0.111	-0.021	-0.175	0.194	0.137	-0.003	-0.186	-0.023	-0.129	-0.018
	(0.119)	(0.119)	(0.122)	(0.118)	(0.119)	(0.121)	(0.125)	(0.114)	(0.116)	(0.112)	(0.121)	(0.115)	(0.119)
North Central	-0.030	0.034	-0.174	-0.118	0.213	0.093	-0.056	0.063	0.143	-0.107	-0.247*	0.186	0.035
	(0.119)	(0.118)	(0.120)	(0.118)	(0.117)	(0.121)	(0.125)	(0.113)	(0.115)	(0.113)	(0.122)	(0.116)	(0.119)
South	0.213	-0.230*	0.217	0.209	-0.000	-0.106	0.324**	0.264*	-0.105	0.109	-0.130	-0.042	-0.082
	(0.111)	(0.111)	(0.113)	(0.111)	(0.110)	(0.114)	(0.120)	(0.105)	(0.107)	(0.103)	(0.113)	(0.109)	(0.111)
West	0.106	-0.087	0.033	0.132	-0.133	0.010	0.191	0.201	-0.038	-0.212	-0.199	0.071	-0.188
	(0.134)	(0.134)	(0.136)	(0.135)	(0.133)	(0.136)	(0.142)	(0.128)	(0.129)	(0.125)	(0.137)	(0.130)	(0.134)
Age	-0.012	0.086	-0.039	-0.047	0.128	0.016	-0.022	-0.049	-0.005	0.008	-0.104	0.021	0.160*
	(0.071)	(0.071)	(0.072)	(0.074)	(0.072)	(0.074)	(0.079)	(0.065)	(0.069)	(0.065)	(0.073)	(0.071)	(0.072)
No HS degree	-0.019	0.017	-0.042	0.041	0.168	0.473**	-0.091	-0.051	0.022	-0.058	0.247	-0.133	0.163
	(0.182)	(0.184)	(0.185)	(0.182)	(0.181)	(0.182)	(0.195)	(0.172)	(0.178)	(0.171)	(0.192)	(0.180)	(0.179)
Some college	0.053	0.044	-0.011	0.008	0.069	0.016	-0.014	0.113	0.016	0.142	0.298*	-0.038	-0.013
	(0.128)	(0.129)	(0.129)	(0.128)	(0.127)	(0.131)	(0.138)	(0.121)	(0.124)	(0.120)	(0.133)	(0.126)	(0.128)
College graduate	0.227	-0.105	0.257*	0.136	-0.102	-0.148	0.084	0.094	-0.148	-0.069	0.120	-0.127	-0.105
	(0.118)	(0.118)	(0.120)	(0.118)	(0.116)	(0.121)	(0.127)	(0.111)	(0.113)	(0.111)	(0.120)	(0.116)	(0.117)
Graduate school	0.315*	-0.182	0.237	0.107	-0.270*	-0.254	0.134	0.162	-0.281*	-0.135	0.019	-0.212	-0.251
	(0.129)	(0.130)	(0.130)	(0.129)	(0.128)	(0.132)	(0.139)	(0.123)	(0.125)	(0.121)	(0.130)	(0.126)	(0.129)
Dad at home	0.279**	-0.139	0.094	0.360**	-0.212*	-0.332**	0.307**	0.172	-0.303**	-0.027	0.045	-0.188	-0.200*
	(0.101)	(0.101)	(0.102)	(0.101)	(0.099)	(0.101)	(0.107)	(0.094)	(0.097)	(0.095)	(0.104)	(0.098)	(0.100)
Mom not working	-0.109	-0.083	-0.088	-0.185	-0.100	-0.166	-0.054	0.194	-0.017	-0.263*	-0.241*	-0.138	-0.107
	(0.113)	(0.115)	(0.114)	(0.112)	(0.112)	(0.117)	(0.121)	(0.109)	(0.109)	(0.106)	(0.114)	(0.110)	(0.114)
One sibling	0.141	0.325	-0.044	0.054	0.371	0.023	0.085	0.072	-0.048	-0.080	-0.085	0.205	0.335
	(0.194)	(0.195)	(0.197)	(0.192)	(0.195)	(0.193)	(0.204)	(0.184)	(0.180)	(0.183)	(0.197)	(0.188)	(0.197)
Two siblings	0.112	0.270	0.026	0.030	0.338	0.030	0.060	0.003	-0.187	-0.111	-0.218	0.219	0.306
	(0.195)	(0.196)	(0.198)	(0.193)	(0.196)	(0.194)	(0.206)	(0.186)	(0.181)	(0.184)	(0.199)	(0.189)	(0.199)
Three siblings	0.149	0.419*	-0.055	0.089	0.490*	0.153	-0.011	-0.072	-0.075	0.051	0.010	0.300	0.400*
	(0.193)	(0.194)	(0.196)	(0.190)	(0.194)	(0.192)	(0.203)	(0.183)	(0.179)	(0.182)	(0.197)	(0.187)	(0.196)
Observations	2078	2066	2060	2056	2056	2045	2044	2136	2074	2192	2070	2058	2045

Ordered logit betas. Standard errors in parentheses; * significant at p<.05; ** significant at p<.01; Ref.= Male, White, Suburb, Northeast, Parents with HS degree, no siblings, and never attends religious services.

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Appendix 2 – Importance of Religion Regression Table

	Positive attitude toward self	Nothing to be proud of	Am a person of worth	Enjoy life	Future seems hopeless	My life not useful	Good to be alive	Satisfied with life	Life is meaning-less	Hated being in school	People should do own thing	Sometimes feel no good	Never do anything right
Religion very important	0.470**	-0.533**	0.425**	0.449**	-0.505**	-0.522**	0.945**	0.337**	-0.724**	-0.670**	-0.317*	-0.116	-0.203
	(0.135)	(0.134)	(0.138)	(0.134)	(0.134)	(0.136)	(0.145)	(0.128)	(0.131)	(0.129)	(0.140)	(0.133)	(0.134)
Religion pretty important	0.207	-0.323*	0.109	0.160	-0.336**	-0.233	0.432**	0.171	-0.342**	-0.362**	-0.366**	-0.016	-0.004
	(0.130)	(0.128)	(0.132)	(0.130)	(0.128)	(0.131)	(0.135)	(0.124)	(0.126)	(0.124)	(0.137)	(0.128)	(0.129)
Religion a little important	0.035	-0.117	-0.001	0.141	-0.168	-0.099	0.285*	0.066	-0.122	-0.291*	-0.251	0.122	0.004
	(0.133)	(0.129)	(0.133)	(0.132)	(0.130)	(0.132)	(0.137)	(0.127)	(0.129)	(0.126)	(0.140)	(0.129)	(0.132)
Female	-0.346**	-0.011	-0.032	-0.200*	-0.130	0.036	-0.100	-0.061	0.043	-0.153	0.244**	0.281**	0.047
	(0.085)	(0.085)	(0.086)	(0.085)	(0.084)	(0.087)	(0.092)	(0.081)	(0.082)	(0.080)	(0.088)	(0.083)	(0.085)
African-American	1.311**	0.640**	0.593**	0.737**	-0.394**	-0.571**	0.784**	-0.231	-0.238	-0.453**	0.218	-0.851**	-0.351*
	(0.148)	(0.148)	(0.150)	(0.147)	(0.143)	(0.151)	(0.171)	(0.130)	(0.139)	(0.131)	(0.146)	(0.145)	(0.145)
Other minority	0.389**	-0.027	0.131	0.104	0.047	-0.066	-0.078	-0.195	0.149	-0.181	-0.011	-0.049	-0.053
	(0.118)	(0.117)	(0.119)	(0.118)	(0.118)	(0.121)	(0.124)	(0.111)	(0.113)	(0.110)	(0.120)	(0.115)	(0.118)
Rural	0.124	0.022	-0.173	0.192	0.031	-0.091	0.331*	0.290*	0.120	-0.128	-0.053	-0.157	0.048
	(0.138)	(0.137)	(0.139)	(0.137)	(0.136)	(0.140)	(0.148)	(0.132)	(0.133)	(0.129)	(0.140)	(0.133)	(0.137)
Small town	0.115	-0.118	-0.068	0.166	-0.065	-0.056	0.298*	0.085	0.022	-0.313**	0.018	-0.180	-0.069
	(0.126)	(0.126)	(0.128)	(0.125)	(0.126)	(0.128)	(0.133)	(0.121)	(0.122)	(0.119)	(0.129)	(0.122)	(0.127)
City	0.162	-0.038	-0.053	0.109	-0.020	-0.168	0.193	0.138	-0.001	-0.191	-0.029	-0.121	-0.017
	(0.119)	(0.118)	(0.122)	(0.118)	(0.119)	(0.121)	(0.126)	(0.113)	(0.115)	(0.112)	(0.121)	(0.115)	(0.119)
North Central	-0.022	0.027	-0.176	-0.108	0.209	0.086	-0.044	0.059	0.135	-0.124	-0.248*	0.184	0.032
	(0.119)	(0.118)	(0.120)	(0.118)	(0.117)	(0.121)	(0.125)	(0.113)	(0.115)	(0.113)	(0.122)	(0.116)	(0.119)
South	0.190	-0.226*	0.191	0.201	0.028	-0.079	0.289*	0.252*	-0.071	0.113	-0.137	-0.031	-0.078
	(0.111)	(0.112)	(0.113)	(0.111)	(0.111)	(0.114)	(0.121)	(0.105)	(0.107)	(0.103)	(0.114)	(0.109)	(0.112)
West	0.063	-0.049	-0.006	0.103	-0.115	0.043	0.137	0.186	0.006	-0.172	-0.193	0.080	-0.181
	(0.134)	(0.134)	(0.136)	(0.135)	(0.133)	(0.136)	(0.143)	(0.128)	(0.129)	(0.125)	(0.137)	(0.130)	(0.134)
Age	-0.030	0.106	-0.061	-0.070	0.143*	0.039	-0.058	-0.063	0.018	0.034	-0.096	0.023	0.167*
	(0.071)	(0.071)	(0.072)	(0.074)	(0.072)	(0.074)	(0.079)	(0.065)	(0.069)	(0.065)	(0.073)	(0.071)	(0.073)
No HS degree	-0.013	0.008	-0.037	0.040	0.161	0.474**	-0.086	-0.060	0.029	-0.056	0.235	-0.135	0.164
	(0.182)	(0.184)	(0.185)	(0.183)	(0.182)	(0.182)	(0.196)	(0.172)	(0.178)	(0.172)	(0.192)	(0.180)	(0.179)
Some college	0.060	0.012	0.000	0.016	0.055	-0.004	0.002	0.125	-0.013	0.132	0.279*	-0.043	-0.020
	(0.128)	(0.129)	(0.129)	(0.128)	(0.127)	(0.131)	(0.138)	(0.121)	(0.124)	(0.120)	(0.132)	(0.126)	(0.128)
College graduate	0.247*	-0.161	0.288*	0.169	-0.133	-0.178	0.141	0.119	-0.196	-0.120	0.085	-0.136	-0.124
	(0.118)	(0.118)	(0.120)	(0.118)	(0.116)	(0.121)	(0.127)	(0.111)	(0.113)	(0.110)	(0.120)	(0.115)	(0.117)
Graduate school	0.332**	-0.239	0.260*	0.141	-0.304*	-0.267*	0.194	0.192	-0.331**	-0.177	-0.027	-0.222	-0.271*
	(0.129)	(0.129)	(0.130)	(0.128)	(0.128)	(0.131)	(0.139)	(0.122)	(0.125)	(0.121)	(0.129)	(0.125)	(0.128)
Dad at home	0.290**	-0.191	0.108	0.376**	-0.225*	-0.350**	0.340**	0.198*	-0.325**	-0.072	0.012	-0.204*	-0.221*
	(0.101)	(0.100)	(0.101)	(0.100)	(0.098)	(0.101)	(0.107)	(0.094)	(0.096)	(0.094)	(0.103)	(0.097)	(0.099)
Mom not working	-0.125	-0.082	-0.090	-0.176	-0.109	-0.164	-0.059	0.204	-0.035	-0.287**	-0.259*	-0.128	-0.112
	(0.113)	(0.115)	(0.114)	(0.112)	(0.112)	(0.117)	(0.121)	(0.109)	(0.109)	(0.106)	(0.114)	(0.110)	(0.114)
One sibling	0.185	0.300	-0.018	0.086	0.359	-0.011	0.146	0.066	-0.061	-0.099	-0.081	0.217	0.338
	(0.194)	(0.193)	(0.197)	(0.191)	(0.194)	(0.192)	(0.205)	(0.184)	(0.180)	(0.183)	(0.197)	(0.187)	(0.196)
Two siblings	0.159	0.228	0.061	0.066	0.330	-0.009	0.133	0.011	-0.216	-0.141	-0.220	0.219	0.297
	(0.195)	(0.195)	(0.198)	(0.193)	(0.195)	(0.194)	(0.206)	(0.185)	(0.181)	(0.185)	(0.198)	(0.188)	(0.198)
Three siblings	0.212	0.348	-0.005	0.150	0.471*	0.101	0.085	-0.055	-0.117	-0.006	-0.006	0.295	0.381
	(0.193)	(0.193)	(0.196)	(0.190)	(0.193)	(0.191)	(0.203)	(0.182)	(0.179)	(0.182)	(0.196)	(0.186)	(0.195)
Observation	2078	2066	2060	2056	2056	2045	2044	2136	2074	2192	2070	2058	2045

Ordered logit betas. Standard errors in parentheses; * significant at p<.05; ** significant at p<.01; Ref. = Male, White, Suburb, Northeast, Parents with HS degree, no siblings, and religion not important.

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Appendix 3 – Religious Youth Group Participation Regression Table

	Positive attitude toward self	Nothing to be proud of	Am a person of worth	Enjoy life	Future seems hopeless	My life not useful	Good to be alive	Satisfied with life	Life is meaning-less	Hated being in school	People should do own thing	Sometimes feel no good	Never do anything right
Youth group 1-2 yrs	0.228	-0.280*	0.122	0.130	-0.202	-0.142	0.298*	0.130	-0.226	-0.331**	0.115	-0.118	-0.035
	(0.126)	(0.126)	(0.128)	(0.125)	(0.125)	(0.130)	(0.136)	(0.118)	(0.122)	(0.118)	(0.129)	(0.123)	(0.125)
Youth group 2-4 yrs	0.133	-0.206	0.027	0.056	-0.109	-0.026	0.117	0.032	-0.074	-0.314**	0.171	-0.101	0.063
	(0.125)	(0.124)	(0.125)	(0.123)	(0.122)	(0.125)	(0.132)	(0.117)	(0.119)	(0.118)	(0.129)	(0.121)	(0.123)
Youth group 4-5 yrs	0.164	-0.289	0.186	0.104	-0.277	-0.188	0.370*	0.066	-0.273	-0.397**	-0.543**	-0.002	-0.199
	(0.159)	(0.160)	(0.161)	(0.155)	(0.158)	(0.164)	(0.173)	(0.151)	(0.153)	(0.149)	(0.160)	(0.154)	(0.161)
Youth group 6+ yrs	0.354**	-0.607**	0.302*	0.415**	-0.705**	-0.586**	0.451**	0.248*	-0.716**	-0.598**	-0.248	-0.317*	-0.244
	(0.128)	(0.137)	(0.131)	(0.131)	(0.132)	(0.139)	(0.145)	(0.122)	(0.126)	(0.120)	(0.128)	(0.126)	(0.130)
Female	-0.317**	-0.026	-0.019	-0.165	-0.141	0.014	-0.045	-0.038	0.025	-0.162*	0.248**	0.285**	0.028
	(0.086)	(0.086)	(0.087)	(0.086)	(0.085)	(0.088)	(0.092)	(0.082)	(0.083)	(0.081)	(0.088)	(0.084)	(0.086)
African-American	1.399**	-0.742**	0.670**	0.822**	-0.471**	-0.674**	0.939**	-0.185	-0.366**	-0.558**	0.181	-0.911**	-0.401**
	(0.148)	(0.149)	(0.150)	(0.146)	(0.143)	(0.152)	(0.170)	(0.129)	(0.139)	(0.131)	(0.145)	(0.146)	(0.144)
Other minority	0.446**	-0.131	0.185	0.161	-0.065	-0.149	0.027	-0.148	0.029	-0.258*	-0.058	-0.085	-0.094
	(0.119)	(0.118)	(0.120)	(0.118)	(0.119)	(0.122)	(0.124)	(0.112)	(0.114)	(0.111)	(0.120)	(0.115)	(0.118)
Rural	0.117	0.087	-0.189	0.181	0.037	-0.075	0.310*	0.303*	0.140	-0.084	0.005	-0.155	0.056
	(0.139)	(0.138)	(0.140)	(0.138)	(0.137)	(0.141)	(0.148)	(0.133)	(0.134)	(0.130)	(0.142)	(0.134)	(0.138)
Small town	0.087	-0.089	-0.086	0.147	-0.070	-0.031	0.254	0.097	0.051	-0.297*	0.065	-0.174	-0.063
	(0.127)	(0.128)	(0.128)	(0.126)	(0.127)	(0.129)	(0.133)	(0.122)	(0.123)	(0.120)	(0.130)	(0.123)	(0.128)
City	0.167	-0.023	-0.043	0.111	-0.037	-0.172	0.205	0.168	-0.008	-0.209	0.001	-0.134	-0.013
	(0.120)	(0.120)	(0.123)	(0.119)	(0.120)	(0.122)	(0.126)	(0.114)	(0.116)	(0.113)	(0.122)	(0.116)	(0.120)
North Central	-0.040	0.045	-0.186	-0.143	0.239*	0.123	-0.057	0.060	0.152	-0.095	-0.290*	0.186	0.046
	(0.120)	(0.119)	(0.121)	(0.119)	(0.119)	(0.122)	(0.126)	(0.115)	(0.116)	(0.114)	(0.124)	(0.117)	(0.120)
South	0.188	-0.187	0.210	0.169	0.063	-0.051	0.305*	0.255*	-0.078	0.132	-0.162	-0.034	-0.073
	(0.112)	(0.113)	(0.114)	(0.112)	(0.112)	(0.116)	(0.122)	(0.106)	(0.109)	(0.105)	(0.115)	(0.111)	(0.113)
West	0.045	0.005	-0.023	0.056	-0.073	0.095	0.124	0.176	0.021	-0.131	-0.242	0.099	-0.166
	(0.136)	(0.136)	(0.137)	(0.137)	(0.135)	(0.139)	(0.143)	(0.129)	(0.131)	(0.127)	(0.138)	(0.132)	(0.136)
Age	-0.017	0.069	-0.057	-0.065	0.123	0.021	-0.024	-0.057	-0.019	0.004	-0.109	0.020	0.164*
	(0.073)	(0.074)	(0.073)	(0.074)	(0.073)	(0.075)	(0.079)	(0.067)	(0.071)	(0.067)	(0.075)	(0.071)	(0.073)
No HS degree	0.012	0.009	-0.038	0.034	0.173	0.435*	-0.050	-0.063	0.024	-0.095	0.274	-0.155	0.181
	(0.184)	(0.186)	(0.187)	(0.184)	(0.183)	(0.184)	(0.197)	(0.173)	(0.179)	(0.173)	(0.193)	(0.182)	(0.181)
Some college	0.075	0.023	-0.012	0.018	0.065	-0.014	0.011	0.125	-0.010	0.126	0.267*	-0.034	-0.020
	(0.129)	(0.130)	(0.130)	(0.129)	(0.128)	(0.132)	(0.138)	(0.122)	(0.125)	(0.121)	(0.133)	(0.127)	(0.129)
College graduate	0.262*	-0.135	0.265*	0.183	-0.104	-0.183	0.107	0.113	-0.161	-0.111	0.159	-0.115	-0.107
	(0.119)	(0.120)	(0.121)	(0.119)	(0.118)	(0.123)	(0.128)	(0.112)	(0.114)	(0.112)	(0.121)	(0.117)	(0.119)
Graduate school	0.328*	-0.180	0.215	0.113	-0.244	-0.250	0.163	0.169	-0.261*	-0.137	0.037	-0.183	-0.242
	(0.131)	(0.131)	(0.131)	(0.130)	(0.129)	(0.133)	(0.140)	(0.124)	(0.126)	(0.123)	(0.131)	(0.127)	(0.130)
Dad at home	0.307**	-0.181	0.117	0.380**	-0.243*	-0.359**	0.356**	0.219*	-0.360**	-0.071	0.024	-0.200*	-0.217*
	(0.101)	(0.101)	(0.102)	(0.101)	(0.099)	(0.101)	(0.107)	(0.094)	(0.097)	(0.095)	(0.104)	(0.098)	(0.100)
Mom not working	-0.077	-0.168	-0.063	-0.131	-0.162	-0.215	0.002	0.267*	-0.088	-0.338**	-0.209	-0.194	-0.157
	(0.114)	(0.117)	(0.115)	(0.113)	(0.113)	(0.119)	(0.122)	(0.111)	(0.111)	(0.107)	(0.116)	(0.111)	(0.115)
One sibling	0.140	0.335	-0.024	0.073	0.368	0.011	0.126	0.038	-0.052	-0.082	-0.098	0.209	0.312
	(0.194)	(0.195)	(0.197)	(0.192)	(0.195)	(0.194)	(0.204)	(0.185)	(0.180)	(0.184)	(0.199)	(0.189)	(0.197)
Two siblings	0.129	0.223	0.066	0.066	0.318	-0.011	0.136	-0.013	0.212	-0.146	-0.221	0.217	0.268
	(0.196)	(0.197)	(0.198)	(0.194)	(0.196)	(0.195)	(0.205)	(0.186)	(0.181)	(0.186)	(0.200)	(0.190)	(0.199)
Three siblings	0.168	0.397*	-0.019	0.105	0.486*	0.128	0.065	-0.098	-0.098	0.018	-0.041	0.319	0.376
	(0.193)	(0.195)	(0.196)	(0.191)	(0.194)	(0.193)	(0.202)	(0.183)	(0.179)	(0.183)	(0.198)	(0.188)	(0.196)
Observations	2047	2035	2030	2026	2026	2016	2016	2102	2043	2158	2040	2028	2015

Ordered logit betas. Standard errors in parentheses; * significant at p<.05; ** significant at p<.01; Ref.= Male, White, Suburb, Northeast, Parents with HS degree, no siblings, and no years in youth group.

Appendix 4 – Religious Tradition Regression Table

	Positive attitude toward self	Nothing to be proud of	Am a person of worth	Enjoy life	Future seems hopeless	My life not useful	Good to be alive	Satisfied with life	Life is meaning-less	Hated being in school	People should do own thing	Sometimes feel no good	Never do anything right
Baptist	0.449**	0.415**	0.078	0.232	-0.324*	-0.036	0.228	0.073	-0.256	-0.311*	-0.158	-0.101	0.089
	(0.157)	(0.158)	(0.158)	(0.157)	(0.156)	(0.159)	(0.170)	(0.148)	(0.151)	(0.150)	(0.163)	(0.156)	(0.158)
Other Prot	0.194	-0.268*	-0.067	0.031	-0.247	-0.131	0.244	-0.086	-0.251	-0.358**	-0.404**	0.135	0.138
	(0.135)	(0.132)	(0.136)	(0.133)	(0.131)	(0.136)	(0.142)	(0.128)	(0.130)	(0.129)	(0.139)	(0.130)	(0.135)
Catholic	0.279*	-0.333*	0.116	0.212	-0.274*	-0.299*	0.341*	0.123	-0.249	-0.484**	-0.274*	-0.030	0.027
	(0.134)	(0.131)	(0.136)	(0.134)	(0.131)	(0.136)	(0.140)	(0.128)	(0.128)	(0.127)	(0.139)	(0.131)	(0.134)
Jewish	0.172	-0.441	0.110	-0.070	-0.332	-0.301	0.301	-0.030	-0.228	-0.687**	-0.387	-0.009	-0.114
	(0.268)	(0.272)	(0.275)	(0.266)	(0.267)	(0.269)	(0.283)	(0.261)	(0.253)	(0.255)	(0.275)	(0.264)	(0.274)
LDS	-0.019	-0.334	0.110	-0.195	-0.850*	-0.592	0.301	0.683	-0.798*	-0.107	-0.262	-0.165	-0.017
	(0.380)	(0.384)	(0.396)	(0.375)	(0.396)	(0.387)	(0.404)	(0.397)	(0.385)	(0.372)	(0.389)	(0.376)	(0.387)
Other	0.257	0.013	-0.021	-0.064	0.040	0.020	0.280	-0.173	-0.221	-0.174	-0.155	0.160	0.112
	(0.173)	(0.168)	(0.177)	(0.172)	(0.169)	(0.174)	(0.186)	(0.163)	(0.169)	(0.163)	(0.181)	(0.168)	(0.174)
Female	-0.323**	-0.046	0.000	0.169*	-0.157	-0.002	0.001	-0.016	-0.012	-0.207**	0.244**	0.270**	0.039
	(0.085)	(0.085)	(0.086)	(0.085)	(0.084)	(0.087)	(0.091)	(0.081)	(0.082)	(0.080)	(0.087)	(0.083)	(0.085)
African-American	1.312**	-0.675**	0.702**	0.759**	-0.436**	-0.716**	0.960**	-0.191	-0.340*	-0.583**	0.100	-0.832**	-0.393*
	(0.156)	(0.156)	(0.158)	(0.155)	(0.151)	(0.158)	(0.179)	(0.139)	(0.147)	(0.140)	(0.154)	(0.153)	(0.153)
Other minority	0.372**	-0.067	0.140	0.095	-0.007	-0.089	-0.046	-0.180	0.079	-0.165	-0.066	-0.049	-0.044
	(0.123)	(0.122)	(0.125)	(0.122)	(0.123)	(0.126)	(0.129)	(0.116)	(0.118)	(0.115)	(0.125)	(0.120)	(0.122)
Rural	0.126	-0.001	-0.109	0.190	-0.007	-0.180	0.391**	0.292*	0.093	-0.192	-0.078	-0.183	0.003
	(0.142)	(0.140)	(0.143)	(0.141)	(0.139)	(0.144)	(0.151)	(0.135)	(0.136)	(0.134)	(0.144)	(0.137)	(0.140)
Small town	0.116	-0.121	-0.043	0.150	-0.062	-0.058	0.283*	0.049	0.018	-0.325**	0.023	-0.180	-0.078
	(0.129)	(0.129)	(0.130)	(0.128)	(0.128)	(0.131)	(0.135)	(0.125)	(0.124)	(0.122)	(0.132)	(0.124)	(0.129)
City	0.154	-0.048	-0.033	0.090	-0.045	-0.185	0.204	0.109	-0.009	-0.218	-0.052	-0.117	-0.029
	(0.121)	(0.120)	(0.123)	(0.120)	(0.120)	(0.122)	(0.126)	(0.115)	(0.117)	(0.114)	(0.123)	(0.117)	(0.121)
North Central	0.001	0.019	-0.147	-0.108	0.195	0.059	-0.002	0.102	0.122	-0.161	-0.242	0.189	0.022
	(0.121)	(0.121)	(0.122)	(0.120)	(0.120)	(0.123)	(0.127)	(0.116)	(0.117)	(0.115)	(0.125)	(0.118)	(0.121)
South	0.206	-0.263*	0.292*	0.216	-0.019	-0.190	0.384**	0.316**	-0.143	0.001	-0.184	-0.031	-0.125
	(0.117)	(0.118)	(0.119)	(0.117)	(0.117)	(0.121)	(0.127)	(0.112)	(0.113)	(0.109)	(0.120)	(0.115)	(0.118)
West	0.137	-0.123	0.056	0.177	-0.137	-0.031	0.211	0.220	-0.020	-0.289*	-0.223	0.047	-0.218
	(0.140)	(0.139)	(0.141)	(0.140)	(0.136)	(0.142)	(0.147)	(0.133)	(0.134)	(0.131)	(0.142)	(0.135)	(0.140)
Age	-0.005	0.082	-0.034	-0.040	0.116	0.020	-0.004	-0.062	-0.016	0.019	-0.097	0.002	0.155*
	(0.072)	(0.072)	(0.072)	(0.075)	(0.073)	(0.075)	(0.080)	(0.067)	(0.070)	(0.066)	(0.074)	(0.071)	(0.073)
No HS degree	-0.009	-0.016	-0.000	0.040	0.125	0.453*	-0.083	-0.002	0.019	-0.095	0.240	-0.168	0.148
	(0.186)	(0.187)	(0.188)	(0.186)	(0.184)	(0.185)	(0.198)	(0.176)	(0.181)	(0.175)	(0.195)	(0.183)	(0.182)
Some college	0.016	0.029	0.010	-0.001	0.070	-0.019	0.039	0.125	-0.006	0.100	0.281*	-0.033	-0.028
	(0.129)	(0.130)	(0.130)	(0.129)	(0.128)	(0.132)	(0.139)	(0.122)	(0.125)	(0.122)	(0.134)	(0.127)	(0.130)
College graduate	0.239*	-0.153	0.302*	0.179	-0.144	-0.202	0.181	0.171	-0.217	-0.119	0.079	-0.163	-0.153
	(0.119)	(0.119)	(0.121)	(0.119)	(0.117)	(0.122)	(0.128)	(0.112)	(0.114)	(0.112)	(0.121)	(0.117)	(0.119)
Graduate school	0.343**	-0.236	0.263*	0.162	-0.302*	-0.290*	0.223	0.233	-0.334**	-0.166	-0.011	-0.243	-0.288*
	(0.132)	(0.132)	(0.133)	(0.131)	(0.130)	(0.134)	(0.141)	(0.125)	(0.127)	(0.124)	(0.132)	(0.128)	(0.131)
Dad at home	0.309**	-0.204*	0.116	0.377**	-0.232*	-0.325**	0.336**	0.167	-0.360**	-0.102	0.002	-0.217*	-0.219*
	(0.102)	(0.101)	(0.102)	(0.102)	(0.099)	(0.102)	(0.108)	(0.095)	(0.098)	(0.096)	(0.105)	(0.098)	(0.101)
Mom not working	-0.127	-0.090	-0.084	-0.181	-0.113	-0.179	-0.028	0.222*	-0.040	-0.274*	-0.266*	-0.119	-0.088
	(0.114)	(0.116)	(0.115)	(0.113)	(0.113)	(0.118)	(0.122)	(0.111)	(0.111)	(0.107)	(0.116)	(0.111)	(0.115)
One sibling	0.218	0.272	-0.030	0.060	0.339	0.064	0.160	0.066	-0.081	-0.105	-0.047	0.208	0.336
	(0.196)	(0.194)	(0.198)	(0.193)	(0.195)	(0.194)	(0.204)	(0.185)	(0.180)	(0.184)	(0.198)	(0.189)	(0.199)
Two siblings	0.173	0.203	0.048	0.035	0.307	0.063	0.116	-0.003	-0.240	-0.139	-0.207	0.229	0.285
	(0.197)	(0.196)	(0.199)	(0.195)	(0.197)	(0.196)	(0.206)	(0.187)	(0.182)	(0.186)	(0.200)	(0.190)	(0.201)
Three siblings	0.252	0.313	-0.019	0.141	0.466*	0.177	0.097	-0.052	-0.123	-0.031	0.028	0.292	0.375
	(0.196)	(0.194)	(0.198)	(0.192)	(0.194)	(0.194)	(0.204)	(0.185)	(0.180)	(0.184)	(0.198)	(0.189)	(0.198)
Observations	2037	2028	2023	2019	2019	2008	2007	2086	2034	2138	2031	2021	2008

Ordered logit betas. Standard errors in parentheses; * significant at p<.05; ** significant at p<.01; Ref.= Male, White, Suburb, Northeast, Parents with HS degree, no siblings, and non-religious.

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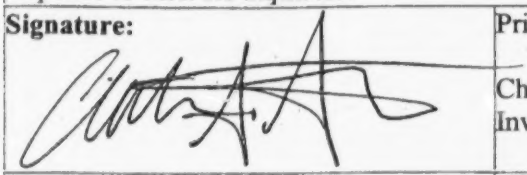
Signature: 	Printed Name/Position/Title: Christian S. Smith/Professor of Sociology/Principal Investigator	
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